

IMPROVING 7A GRADERS' VOCABULARY MASTERY THROUGH WHAT'S MISSING GAME AT SMP MUHASA MALANG

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ABSTRACT

This study employed classroom action research. The subjects of this study were 7A graders at SMP Muhammadiyah 1 Malang, in total of 30 students in class. Many students had low achievement in English, especially about the English vocabulary. In this case, the researchers used what's missing game as a method to improve their vocabulary mastery. The object is to remember what object is missing when it is removed by the researcher. The findings revealed that in cycle I the implementation of what's missing game was running well, although there were still students who got low score in vocabulary test. Meanwhile in cycle II, all 30 students passed the minimum criteria of completeness in vocabulary test. This cycle was declared successful because all students had reached the minimum criteria of completeness. Cycle I and II were conducted in eight meetings; each meeting had different subject to be discussed. The improvement of 7A graders' vocabulary mastery was because of the change of strategies which were used by the researchers. In cycle I, students worked in pairs; but in cycle II, they worked in groups consisting of four to five members. Students were asked to observe and remember all vocabularies in cycle I; but in cycle II, they were asked to observe and memorize those words as well. Students had to pronounce the words together with their friends; but in cycle II, they were asked to pronounce those vocabularies one by one.

Key words: Vocabulary mastery, Games, What's missing game

INTRODUCTION

Vocabulary is an inseparable part of any language learning process. Learning the vocabulary is the basic thing that should be learnt by the English learners in order to be able to communicate well. The more vocabularies are in control then the skill of speaking is getting better. While the less

vocabulary you have, then skill of speaking is getting worse. It is stated that Vocabulary is one of the language elements that should be mastered by English learners [1].

Learning Vocabulary as a foreign language seems easy but most students still feel fear about that. English teacher should find out the solution by creating an efficient

and effective technique in teaching Vocabulary. Besides, the teachers should establish condition which makes teaching vocabulary possible. The learning will occur within reasonable period of time.

The subject of this classroom action research was 7A graders of SMP Muhasa (Muhammadiyah Satu) Malang. Based on the result of the observation, students still found many difficulties in understanding the vocabulary. They still got confused in learning English vocabulary which made them passive in learning English in class. This caused their score in understanding the vocabulary low. It showed that 7A graders are still confused in mastering English vocabulary. When 7A graders got some new English vocabularies, they tend to memorize them instead of comprehending. Learning English vocabulary just by looking and remembering is not really effective way. Students have to understand them firstly, and then they can master the English vocabulary.

The reason why 7A graders are difficult to understand English vocabulary is because they never got English subject when they were at elementary school. Most of the 7A graders never recognize all about English. From that case, the researchers took Classroom Action Research in that class by

using the effective teaching and learning technique that was game.

“What’s missing” game is an effective, challenging, and motivating game because this game uses some colorful pictures that make the learners excited to follow the lesson. What’s missing game can motivate the students to master English vocabulary [2].

Based on the background of the study above, the researchers formulated the statement of problem: How was “what’s missing” game implemented to improve 7A graders’ vocabulary mastery in SMP Muhasa Malang?

In that regards, one of the ways to teach vocabulary in an interesting way is through game. Games are kind of competitions that have a set of rules, points are often accumulated, and, sometimes, other stuff like toys and charms are used. The goal of the players is to win, learn, and have fun [3]. Games are considered as activities that keep an essential relationship with the psychological development of a human being. A game is an activity with rules, goal and element of fun [4].

One of the games in teaching vocabulary is what’s missing game. There are some definitions of what’s missing game

explained by some researchers. What's missing game can motivate the students to master English vocabulary. By implementing this game, students are able to master new English vocabulary easily and in a fun way. What's Missing game here is an educative game which provides for students to improve their ability. This is an easy, fun, and very useful social skills game to help students to learn how to encourage others. The object is to remember what object is missing when it is removed by the researchers. This game can be used either in individual or group battle.

METHODOLOGY

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. Action research is conducted to clarify and resolve practical teaching issue and problems [5]. In addition, action research is conducted by a teacher for the purpose of solving a problem or obtaining information in order to inform local practice [6]. In classroom action research, the teacher or researcher has to find the solution to solve the issue or problem which appears during doing the observation.

This current research was conducted in SMP Muhasa Malang. The subjects of this

research were 7A graders, which consisted of 30 students in class. Most of the students had low achievement in English, especially in English vocabulary. The reason why 7A graders found it difficult to understand English vocabulary was because they never got English subject when they were at elementary school. Most of the students in 7A grade never recognized all about English.

In this study, the researchers collected the data through several steps, namely:

1. Observing the classroom activity
2. Giving pre-test to the students before implementing "what's missing game" in order to know their vocabulary mastery
3. Implementing "what's missing game" to improve 7A graders' vocabulary mastery
4. Giving vocabulary test in each cycle in order to know the improvement of students' achievement

In analyzing the data, the researchers identified the score from all students by comparing the result of pre-test and post-test to know students' vocabulary mastery. The students are able to be declared successful if they reach the minimum criteria of completeness (KKM) 80, or more.

The research procedure was started with a preliminary study. This was conducted to discover the problems or the issues which occurred in the classroom during teaching and learning process. First of all, the researchers observed the teaching and learning process, especially in teaching English. Next, the researchers gave the students the test, which is called pre-test. The test of course was given in order to know the students' comprehension about English vocabulary. Then the preliminary study was followed by the cycles. The cycle consisted of four steps, they are: planning, acting, observing, and reflecting.

CYCLE I

1. Planning

After discovering the problem, the researchers planned the action. The steps of planning included preparing lesson plan, preparing the media, preparing the vocabulary, and preparing the criteria of success.

2. Action/Implementation

In this phase, the researchers taught the students based on the lesson plan that had been made in the previous phase. Here, the researchers used "what's missing game" as

strategy or technique to teach vocabulary. This action was implemented in two cycles; each cycle was conducted in four meetings.

3. Observation

The observation was done by the researchers during teaching and learning process. This observation was conducted to know whether the students devoted their attentions to the activity or not, and to know the students' responses on the activity. In this phase, the researchers took a note during the teaching and learning process to record the activities.

4. Reflection

Reflection is an evaluation to know the process of implementation and the result of the actions which have been done by the researchers. It aims to identify the flaw either in the process or the result. Reflection in this case was focused on the strategy which was implemented namely what's missing game. This research is declared successful if there is an improvement in students' ability in vocabulary mastery. The result of the reflection in the cycle one will be helpful to be used in the next cycle.

CYCLE II

Based on the result of the cycle I, the researchers tried to improve the implementation of what's missing game in cycle II and avoid the mistake in doing the activity. In the cycle II, what's missing game was still implemented in teaching and learning process. In this cycle, the researchers still did the same activities with the previous cycle, namely; planning, action or implementation, observation and reflection.

FINDINGS AND DISCUSSION

These research findings were obtained from two cycles that had been done by the researchers based on the implementation of what's missing game to improve 7A graders' vocabulary mastery at SMP Muhasa Malang. The discussion of this classroom action research is about the students' vocabulary mastery through what's missing game. This activity of this classroom action research was divided into two cycles, and each cycle contributed different topics. In the first cycle, topic was about the animals and the things around. This cycle was conducted for four meetings, each meeting had different subject to be discussed. The result of vocabulary test in the first cycle was

better than the pre-test. Pre-test was held before implementing what's missing game, meanwhile post-test in cycle I was held after doing the implementation. In pre-test, the students who reached the minimum criteria of completeness were only 8 students and the rest of them failed. While in vocabulary test after implementing what's missing game, there were 16 students who got good scores which were 80, 4 students got excellent scores which were 90 and there were 10 students who got low scores. The cycle II was conducted also for four meetings and the topic was about occupations. In this cycle, the students showed a better improvement on their vocabulary mastery. It was shown that their result of vocabulary test was excellent. All students reached the minimum criteria of completeness which is 80. There were 12 students who got excellent scores which were 90-100 and 18 students got good scores which were 80-89.

The strategies which were used in cycle I, firstly the researchers divided group to play what's missing game and the group was divided based on their seat. One group consisted of two students and they were asked to memorize the vocabularies and write down some vocabularies in their book. Then, in the following meeting the

researchers asked the students to memorize the words which had been learnt. In this cycle I, there were some weaknesses in implementing this game; among of those weaknesses were: first the members of the groups were too small, and this took a lot of time just to wait all groups to finish playing the game. Second, the class was too crowded because many students talked each other and asked their friends about the vocabulary. Also there were some students whom were rejected in their groups because they hate each other. Some groups did not get their partners who they wanted to be their groups. There were some students who sat alone and they did not have partners. Therefore, the researchers grouped them randomly. Consequently, their groups could not finish the game as quickly as the other groups that had good relationship with their partner. Therefore, in the next cycle, the researchers made a new planning to overcome those weaknesses that appeared during implementing the game in cycle I. Based on the result of cycle I, the researchers were dividing students' groups based on the students' scores in vocabulary test. This was made to prevent the students who were rejected in their groups. The other reasons were to reduce time consuming during

playing the game and also to reduce the students who asked the vocabulary to other groups. There were seven groups in this class, five groups consisted of four students and two groups had five members. In each group, there should be a leader who got high score in vocabulary test in previous cycle. The researchers drilled them to pronounce the vocabularies for several times and memorize them. After implementing this game, the students looked very enthusiastic in learning English subject.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research finding, discussion and the result of vocabulary test after two cycles, it could be concluded that the implementations of what's missing game could improve 7A graders' vocabulary mastery. The implementations of what's missing game in two cycles were running well. The students' vocabulary achievement significantly improved after the teaching and learning process using what's missing game. It could be seen at the result of pre-test before implementing this game. In pre-test, the students who reached the minimum criteria of completeness were only 8 students and after implementing what's missing game,

there were 20 students who reached the minimum criteria of completeness. In post-test cycle II, the students showed a better improvement on their vocabulary mastery because all students had reached the minimum criteria of completeness.

Students' vocabulary mastery improved because the strategies of implementation were changed under the following scenarios.

1. Students worked in pairs in cycle I. The grouping was based on students' seats and some students who sat alone were grouped by the researchers. This grouping was not running well for those students who were grouped by the researchers, because they did not talk each other. As a result, students could not work as a team during playing the game. Besides, this grouping took a lot of time just to wait for the students to finish playing this game. However in cycle II, they worked in groups consisting of four to five members. The researchers divided students' groups based on their score in vocabulary test. Each group should have a leader who got high score in vocabulary test in cycle

- I. This grouping was much better than that of in the previous cycle because it could solve all problems which were there in the previous cycle.
2. Students were asked to observe and remember all vocabularies in cycle I. However, in cycle II, they were asked to observe and memorize those words as well. In cycle I, students were allowed to write the words down. However, in cycle II, the students must memorize all vocabularies which were on the papers. All members of the groups had to divide the vocabularies which were going to be memorized. The leader of the group would divide the vocabularies equally to each member of the group. Each member would memorize four to five words.
3. Students had to pronounce the words together with their friends. However in cycle II, they were asked to pronounce those vocabularies one by one.

Suggestions

Based on the conclusion of the research above, some suggestions are proposed to the following people:

1. For English teachers

The teachers should be more creative in doing the innovation of teaching technique. It is suggested that they use this game as an alternative of teaching and learning activity. This method should be maintained frequently and recommended to teachers to teach students in order to attract the students' motivation to learn English more enthusiastically. Then, the teachers should also motivate his/her students to be active during teaching and learning process. Therefore, the class becomes alive and the students did not get bored easily.

2. For the students

The students are suggested to be more active in learning English especially for learning English vocabulary. Then, the students should give their attention to the teacher during teaching and learning process, so that the researcher is able to deliver the lesson easily. The most important thing is students should read English text and dictionary as many as possible to improve their vocabulary mastery.

3. The School

The school should give the teacher an opportunity to increase the students'

motivation to learn English through games, so that English subject will be loved by all students.

4. For the future researchers

The next researcher is required to be more creative in finding new idea on teaching English. Further researcher should build vocabulary learning style to the students so that the students will be familiar with the vocabulary and easily master the vocabulary. The next researcher is suggested to teach English vocabulary which is more complex, so that the students will able to use those vocabularies to express their ideas orally or they are able to use them to make a paragraph. In this research, the class management was not good enough to be applied because there were some students who disturbed their friends during teaching and learning process. There were also some students who walked around the class which made their friends could not listen to the researchers' explanation. The researcher would ask the students who walked around the class to repeat what he had just explained. As a result, those students would get back to their seat and they would listen to the researchers' explanation. Therefore, the next researcher is expected to be more creative to

handle those weaknesses by using the method which is able to attract all students' attention.

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